

STUDENT LEARNING OBJECTIVE – TEACHER

Content Area: American Literature

Grade Level: 11

Objective Statement:

Students will be able to analyze foundational works of American literature and craft written arguments about explicit and implicit meaning, central themes, and author's style, supported by strong textual evidence.

Rationale:

Close reading of complex text and careful analysis of evidence are emphasized in the Common Core State Standards for English Language Arts. These are skills that students will be called upon to employ both in future studies and beyond the classroom. Therefore, this will be our main focus in the America Literature course.

Aligned Standards:

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claims(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claims(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meaning or language that is particularly fresh, engaging, or beautiful.

Students:

This objective applies to the 46 students in my two sections of American Literature.

Interval of Instruction:

SY2012-2013

Baseline Data:

I reviewed students' summer reading projects, which required them to write an analytical response to one of their summer reading books, to gauge their preparedness for my course. 3 students failed the assignment and 5 students passed with a D (Group I), 22 students passed with a C (Group II), and 16 students passed with a B or better (Group III). Based on these scores, I have created three tiers of targets.

Target(s):

1. All students (46) will pass the final exam.
 - a. The 8 Group I students will pass the final exam with a score of 70% or better.
 - b. The 22 Group II students will pass the final exam with a score of 80% or better
 - c. The 16 Group III students will pass the final exam with a score of 88% or better.

Rationale for Target(s):

The summer reading project required close reading of a complex text and the crafting of an argument based on textual evidence. Students were aware that summer reading projects would be graded and included as a test in their Q1 ELA classes. Therefore, I believe that these scores are a good approximation of what students know and are able to do upon entering my course. The expectation is that all students will have the knowledge and skills necessary to analyze piece(s) of American literature and craft an argument based on the prompt(s) by the end of the course. The final exam demonstrates a significant increase in challenge as compared to the summer assignment. While students are all expected to show progress from their baseline to the final exam, students will receive strategic supports throughout the year with multiple benchmark checks each quarter to ensure they are on track for success. Expectations are tiered in order to be both rigorous and attainable for students with varying baselines.

Evidence Source(s):

The American Literature final exam, which was created in collaboration with the other American Literature teacher, is based on the CCSS and our shared curriculum, and was approved by the English Department Chair. It includes three passages:

1. An excerpt from a book we will have read as part of the second-semester curriculum
2. A new text by an author we will have read as part of the curriculum
3. A new text by a new author

Students must read each passage and answer some multiple choice and short-answer questions, but the majority of their exam will be writing an essay in response to a prompt at the end of each text focused on constructing arguments about explicit and implicit meaning, central themes, and author's style, supported by strong textual evidence.

Administration:

During final exam period, in accordance with the final exam protocol established the high school.

Scoring:

The other American Literature and I will norm our scoring using student work samples from last year and the scoring guide that we developed as an English Department. We will then blind score the final exams of all American Lit students (using student ID numbers in lieu of names). We will double-score the first 20% with the English Department Chair to ensure calibration.